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ABSTRACT

Lake Tahoe Community College's (LTCC's) Human Resources Development Program is designed to foster professional development through in-service activities for instructional, administrative, classified employees, and the governing board. The comprehensive program is intended to support the instructional process, improve student success, enhance communication across disciplines, improve organizational dynamics, enrich the college community, and increase job satisfaction. Six areas of staff development activities, some new and some continuing existing efforts, have been proposed for the program: (1) lectures, conferences, and workshops; (2) in-service instruction and enrichment, courses in computer use, a faculty and staff lecture series, workshops and short courses, and professional growth activities related to the instructors' service areas or the improvement of instruction; (3) sabbatical leaves; (4) grants, including both scholarly research grants and innovative project grants; (5) bi-annual retreats; and (6) an instructional skills workshop. Attachments to the development program propcsal include certification for funding, 1987-88 faculty and staff development expenditures, and a staff development questionnaire. (JMC)

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Lake Tahoe Community College

A Proposed

Human Resources Development Plan

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Faculty and Staff Development
Advisory Committee
January 1989

JC 900 098

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TABLE OF CONTENTS

		PAGE
A.	INTRODUCTION	1
B.	GOALS AND OBJECTIVES	1
	1. Staff Development Committee	3
C.	PROPOSED STAFF DEVELOPMENT ACTIVITIES	4
	1. Lectures, Conferences and Seminars	4
	2. In-service Instruction and Enrichment	4
	a. Computer Use	4
	b. Faculty and Staff Lecture Series	5
	c. Workshops and Short Courses	5
	3. Professional Growth	5
	4. Sabbatical Leave	6
	5. Grants	6
	6. Retreats	7
	7. Instructional Skills Workshop	7
D.	CONCLUSION	8
E.	CERTIFICATION FOR FUNDING	9
F.	1987-88 FACULTY AND STAFF DEVELOPMENT EXPENDITURES	10
G.	STAFF DEVELOPMENT QUESTIONNAIRE	12

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INTRODUCTION

Lake Tahoe Community College has a deep and abiding belief that just as we offer our students opportunities to grow and mature into wiser and more skillful individuals, so too, should our employees be given the opportunity to seek new knowledge and enhance their skills so they can achieve greater satisfaction from their work and life experiences.

The comprehensive staff development program of Lake Tahoe Community College is designed to respond to the changing professional needs of instructional, administrative, and classified employees by initiating, developing, and offering various activities appropriate for each group. In-service activities are integrated with long-range campus goals and aims, including instruction, research, team building, planning, governance, campus operations and outreach programs. The program promotes positive and productive interaction among all staff members.

GOAL AND OBJECTIVES

The goal of Lake Tahoe Community College's Human Resources Development Program is to foster professional development as an essential part of institutional life for all personnel within the college, including the governing board. The on-going development of all college personnel is essential in insuring the college will remain responsive to the changing needs of the community.

The staff of the college is its single greatest resource. In economic terms alone, the staff is the college's most significant and largest capital investment. The level of excellence of the college depends on the vitality of the staff. It is the staff that carry out the mission of the college, that determine the instructional effectiveness of the institution and that is the resource for the accomplishment of goals.

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Recognizing that a strong staff development program can enhance competencies, Lake Tahoe Community College is therefore dedicated to the accomplishment of the following objectives as part of its comprehensive program:

- support the instructional process;
- improve student success;
- enhance communication across academic and assignmment disciplines;
- improve organizational dynamics;
- enrich the college community and increase job satisfaction.

The Faculty and Staff Development Advisory Committee is broadly representative of all three employee groups. The college president is an active participant in assisting with all planning and the program is supported by the Board of Trustees. District funding underwrites all present activities.

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FACULTY AND STAFF DEVELOPMENT ADVISORY COMMITTEE

To assist with establishing and carrying out the goal and objectives of the program for staff development for Lake Tahoe Community College, an advisory committee has been appointed by the Superintendent/President of the college.

The Faculty and Staff Development Advisory Committee acts as a liaison between the campus and the college president. The committee members work with their respective employee groups assessing the needs of college personnel for programs that will promote personal and professional growth and make recommendations to the Superintendent/President of the college regarding potential staff development activities.

The 1988-1989 Faculty and Staff Development Advisory Committee consists of the following:

M. Douglas Kechter - Dean of the College ..... Chairperson

Mary Enser - Classified Staff ..... Member

David J. Foster - Instructor..... Member

Donald Thayer - Instructor ..... Member

Lynn Porter - Classified Staff ..... Member

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A REVIEW OF PROPOSED STAFF DEVELOPMENT ACTIVITIES

The following list of staff development activities represents areas the committee is proposing for the college to consider as part of a comprehensive Human Resource Development Program. Some of the suggestions represent a continuation of current activities, others are new.

I. LECTURES CONFERENCES AND WORKSHOPS

A. Guest Lectures/Workshop Series

New ideas and applications are important to revitalize the campus community.

It is proposed that the college fund visits by two or more distinguished guest scholars or experts each year. Lectures would be open to all staff and students. Workshops hosted by guest lecturers would be designed to aid faculty and staff in developing new strategies to enhance the educational process. Topics would be selected for broad appeal and for applicability to instruction or college operations.

B. Conferences and Seminars

It remains critical to revitalize all staff through opportunities to attend local, state and national conferences and workshops. The college currently funds travel and conference expenses for all staff. This activity should continue and it is recommended that it be tied to the Faculty and Staff Lecture Series by encouraging those who attend conferences or workshops to report on the information that might be important to the college faculty and staff.

II. IN-SERVICE INSTRUCTION AND ENRICHMENT

A. Computer Use

Courses in microcomputer use are currently offered and should continue. The classes range from beginning to advanced and are open to all staff. Instructors are selected from the staff and are under the supervision of the Academic Coordinator responsible for the computer science program. Proposed future short courses should cover spreadsheets, data bases, desktop publishing, advanced techniques of word processing and graphics. Lake Tahoe Community College offered the following course in 1988-1989:

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INTRODUCTION TO MICRSOFT WORD
Presented by
Dr. Walt Griswold and Dr. Guy Lease

INTRODUCTION TO WORDSTAR
Presented by
Pat McCall

B. Faculty and Staff Lecture Series

In 1987-1988 a faculty lecture series was introduced. The Committee recommends that the activity continue and be expanded to include all staff and administration. Presentations should reflect scholarly and creative endeavors highlighting the talents of instructional, administrative, and classified staff who volunteer their time to share their expertise or information obtained from attending conferences and workshops.

C. Workshops and Short Courses

It is proposed that the college adopt a series of workshops and short courses of interest to be offered on an occasional basis as determined by the needs of the college and its staff. The following topics should be considered:

1. Wellness Workshop
2. Cardiopulmonary Resuscitation
3. Stress and the Workplace
4. Application of Title V to Curriculum Development
5. Faculty Exchange Programs
6. Affirmative Action
7. Sexual Harassment
8. Strategic Planning
9. Competency-based Education
10. Communication and Writing Skills Development

D. Professional Growth

Faculty may earn professional growth credit for attending and participating in certain professional growth activities such as course work related to their service area or to the improvement of instruction.

The Committee recommends that the intent of the college professional growth program be continued but would suggest that it be revised. The purpose of the program is for faculty to develop a specific set of activities designed to improve the faculty

members primary area of teaching. The program is a commitment the college should continue to fund.

III. SABBATICAL LEAVE

Professional development leaves are granted to members of the certificated staff for the purpose of carrying-out programs that contribute to the benefit or improvement of the college, the student, and the individual. The Sabbatical Leave Program is guaranteed to all faculty and administration and should remain as the center piece of instructional renewal for faculty.

IV. GRANTS

A. Innovative Project Grants

It is proposed that the college consider the development of a program designed to support, with staff development funds, projects proposed by instructors, administrators, and classified staff. Support may be in terms of printing supplies, equipment, travel and extra pay in the form of a stipend. Examples of possible innovative projects that would benefit the institution as a whole are as follows:

- development of a method to streamline a college function;
- research for an educational project that would have broad application, such as the development of a self-paced lab for Mathematics or English;
- preparation of an externally-funded grant project that would have broad application and may benefit staff members.

The recipient would be expected to disseminate the results of his or her endeavors at the end of the grant period by the following:

- submitting a paper to a professional journal for possible publication and distributing copies of that paper to the staff development committee, the administration, and the Board of Trustees;
- preparing an abstract or summary paper for dissemination at the college and;
- presenting highlights of research and projected teaching applications through a college workshop.

Each proposal would be evaluated by the Staff Development Committee on the basis of its value to the institution or the instructional process. Application and award forms would be developed as appropriate to a grant award.

B. Scholarly Research Grants

It is proposed that the college consider as a possible staff development activity the development of a Scholarly Research Grant Program. Applications in this category would be limited to full-time faculty. Funds must be applied to reduce the recipients' regular teaching load by four units during one quarter to provide time for scholarly research related to current teaching responsibilities.

V. RETREATS

The Staff Development Committee recommends that the college consider funding an on-going program of retreats as part of the college's staff development activities. The Dean of the College would work with consultants or facilitators to develop special training programs. Bi-annual faculty, administrative and classified retreats would be led by professional consultants to introduce techniques that enhance organizational development. The retreats would be two days in length. Retreats would focus on team and trust-building, strategic and long-range planning, organizational skills, creating and controlling change and management of conflict. Day-long retreats for Academic Coordinators and Deans might stress strategies for handling problems, issues or tasks related to specific area of responsibilities.

VI. INSTRUCTIONAL SKILLS WORKSHOP

The Committee recommends that the instruction office and faculty consider adopting a program specifically designed to improve classroom instruction. A model to evaluate is the highly successful Instructional Skills Workshop Program developed in British Columbia. The program is a peer training activity which provides an instructor with a small group setting in which to work on the improvement of instructional skills. An instructional skills workshop program would assist instructors in indentifying their own strengths and weaknesses.

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CONCLUSION

Today, in an environment of reasonable financial stability and a return to moderate growth, the community college system in California has returned to the issue of mission. The fundamental question is, "can we be comprehensive and excellent too?" John Gardner asked that question over twenty years ago and we are still searching for the answer. Searching because we have not established that maintaining teaching excellence is our most fundamental mission, thus allowing us to be comprehensive and excellent. The requirement for accomplishing the mission of teaching excellence is the implementation and maintenance of a comprehensive institutional staff development program. Lake Tahoe Community College can be a leader among California colleges in this area. We have all the right ingredients - size, geographic location, desire, and most importantly, need.

Through faculty, staff, administrative, and Board of Trustees support, the foregoing proposed staff development activities will be discussed during the spring of 1989, and refined into a comprehensive staff development plan for Lake Tahoe Community College.

In meeting the intent of AB1725, the college will (in the spring of this year) refine its preliminary staff development plans and prepare a complete Human Resources Development Plan which will indentify the use of faculty and staff development fund allocation.

All activities will, however, be in compliance with Education Code Section 87153 - Authorized uses of faculty and staff development funds.

Complete one set of forms for each college and, where applicable, for the district and submit by January 15, 1989

CALIFORNIA COMMUNITY COLLEGES
FACULTY AND STAFF DEVELOPMENT FUND

CERTIFICATION FOR 1988 89 FUNDING

This form is to be used to certify compliance with the requirement of Education Code Section 87151, as enacted by AB 1725, Chapter 973 of the Statutes of 1988, in order to receive allocation of funds for the second half of the 1988-89 fiscal year for supplemental support of faculty and staff development. The form must be signed by the chief executive officer of each district requesting funds, and submitted by January 15, 1989. For districts that cannot meet this deadline, then February 15, 1989 becomes the final due date with funds due back to districts in March. See accompanying notes and instructions for further information on the individual items.

Name of District: LAKE TAHOE COMMUNITY COLLEGE College: LAKE TAHOE COMMUNITY

1. An advisory committee, including faculty, classified staff, and administrators, has been appointed to assess needs and to plan faculty and staff development for each campus. Our district has (check one or more) ☐ a district-wide committee and/or ☒ a college committee and/or ☐ a campus committee.

(Initials here indicate affirmation)

District Staff Development Contact Person: M. Douglas Kechter Phone: (916) 541-7452
(Area Code/Number)

2. A "human resources development plan" has been developed, addressing uses of the Faculty and Staff Development Fund allocation, for each campus, for the 1988-89 and subsequent fiscal years. This plan is available for State audit purposes

(Initials here indicate affirmation)

3. A report of actual 1987-88 expenditures for faculty and staff development has been provided.

(Initials here indicate affirmation)

(Note: Report actual 1987-88 expenditures on Attachment A)

I certify that the above affirmations and attachments are correct and complete to the best of my knowledge, and do hereby apply for 1988-89 California Community Colleges Faculty and Staff Development Fund allocation.

(Signature, Chief Executive Officer)

Dr. James W. Duke
(Printed or Typewritten Name)

(Date)

Note: If you have any questions about this form or about the Fund or the allocation, contact:

Martha Kanter
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
Phone: (916) 445-5849

Complete this form and return
by February 15, 1989 to:

Martha Kanter
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814

Addendum to Attachment A

1987-88 FACULTY AND STAFF DEVELOPMENT EXPENDITURES

Faculty and staff development is defined for this purpose as either direct college or district services to faculty or staff, or support that helps them to improve their skills in instruction, advising, assessing student progress, and developing curricula; or that improves student services or staff job performance; or helps faculty to conduct research or other scholarly or creative work, and/or to stay current in their field or discipline. Detailed instructions for calculating expenditures are found in Attachment B. For the Faculty, Administrators, and Classified Staff categories, approximate the split based on the subtotal for each area (e.g., 1) Workshops... 60%, 20%, 20%, $2,000).

Direct College or District Services	Faculty	Administrators	Classif. Staff	Actual 1987-88 Amount Expended	Source
1) Workshops, seminars, lectures, conferences or retreats whose expenses are paid for by college or district funds.	100%			$ 1,023	D
2) Centers or experts that work with faculty and/or staff to develop grant proposals or help improve teaching skills.					
3) Computer centers that provide help to faculty or service and/or staff on the use of computers for instruction services, and/or research.					
4) Media centers that work with faculty and/or staff on the use of visual aids in teaching or in professional presentations.					
5) Other _____					
6) Other _____					
7) Other _____					
College or District Total Direct Services	//////////	//////////	//////////	$ 1,023	D

D = District budget
C = Categorical program
G = One-time grant

District: Lake Tahoe Community College District
College: Lake Tahoe Community College
Contact: Doug Kechter
Telephone: (916) 541-4660
Date: 1/23/89

Attachment A
Page 2

College or District Support	Faculty	Administrators	Classif. Staff	Actual 1987-88 Amount Expended	Source
1) Release time	100%			$ 928	D
2) Sabbaticals	100%			$ 15,515	D
3) Grants or stipends to faculty and/or staff for conducting research, developing curricula, etc.					
4) Payment of travel expenses for off-campus conferences dealing with professional issues.	14% 88%	76% 11%	10% 1%	$ 18,600 $ 10,505	D C
5) Awards for outstanding teaching					
6) Payment of fees for attending courses at other institutions in order to stay current in a field or discipline.					
7) Provision of supplies, equipment, or clerical support.					
8) Payments of costs associated with faculty exchanges.					
9) Payment of costs for membership in professional organizations.	43% 100%	36%	21%	$ 1,574 $ 115	D C
10) Other _____					
11) Other _____					
12) Other _____					
College or District Total Support	//////////	//////////	//////////	$ 36,617 $ 10,620	D C
Combined Totals-Direct and Support					
District Budget	//////////	//////////	//////////	$ 37,640	D
Categorical Program	//////////	//////////	//////////	$ 10,620	C
One-time Grant	//////////	//////////	//////////		
Grand Total	//////////	//////////	//////////	$ 48,260	//////////

D = District budget
C = Categorical program
G = One-time grant

District: Lake Tahoe Community College District
College: Lake Tahoe Community College
Date: 1/23/89

Lake Tahoe Community College
HUMAN RESOURCES DEVELOPMENT PROGRAM

Application for Funding

Name of Initiator_____

Date of Application_____

A. DESCRIPTION OF PROPOSED STAFF DEVELOPMENT ACTIVITY:
(Attach any appropriate documents which will aid the Committee's review of your application):

B. PROJECTED COSTS (fees, supplies, travel expenses, etc.):
Contracts & Services: 924-5650-7054-304-6709
Conference & Travel: 924-5213-7055-303-6709

C. PURPOSE OF ACTIVITY (How will it benefit you professionally?; How will it benefit your department, office, or the college?):

D. CRITERIA (Specify how your proposal qualifies as an authorized use of funds as provided in *Education Code* Section 87153--See attached list):

E. METHOD OF EVALUATION (Describe how the results of the activity or project will be disseminated to the college, i.e., professional papers, reports, workshop presentations, curriculum proposals, etc.):

F. SUPERVISOR'S REVIEW: This application has been reviewed by me and enjoys my support for the following reasons:

_____
Signature of Supervisor

G. COMMITTEE REVIEW:

[ ] Approved by _____
on behalf of the Committee_____
Date

[ ] Denied: Committee's summary of reasons for denying the application:

cc: Initiator
Supervisor

HUMAN RESOURCES DEVELOPMENT PROGRAM
Lake Tahoe Community College

AUTHORIZED USES OF FACULTY AND STAFF DEVELOPMENT FUNDS:
(Education Code, Section 87153)

1. Improvement of teaching.
2. Maintenance of current academic and technical knowledge and skills.
3. In-service training for vocational education and employment preparation programs.
4. Retraining to meet changing institutional needs.
5. Intersegmental exchange programs.
6. Development of innovations in instructional and administrative techniques and program effectiveness.
7. Computer and technological proficiency programs.
8. Courses and training implementing affirmative action and upward mobilitgy programs.
9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Communioty Colleges, including but not necessarily limited to, programs designed to develop self-esteem.

Lake Tahoe Community College
STAFF DEVELOPMENT QUESTIONNAIRE 1989

1. How would you rate LTCC as a place to work compared with other educational institutions or organizations you know or have heard about?

   A. One of the best
   B. Above average
   C. Average
   D. Below average
   E. One of the worst

2. How would you rate LTCC as a place to work compared to what it was when you were first employed?

   A. Better now than it was.
   B. Not as good as it was
   C. About the same
   D. No opinion

For Questions 3-22, please use the following legend:

A. = Very Good
B = Average
C = Below Average
D = Very Poor
E = No Opinion or Not Applicable

Below is a list of statements that have generally been used to describe educational institutions. How would you rate LTCC on <u>each</u> of the following statements?

3. Well managed	A	B	C	D	E
4. Delivers quality student support systems	A	B	C	D	E
5. Delivers quality instructional programs to students	A	B	C	D	E
6. Has a good overall reputation within the community	A	B	C	D	E
7. Plans for the future	A	B	C	D	E
8. Shows interest in employee's ideas and opinions	A	B	C	D	E
9. Shows innovativeness in its programs/services to students	A	B	C	D	E
10. Effectively utilizes, technology in service students	A	B	C	D	E
11. Delivers quality assessment, advisement, placement and tracking programs to improve service	A	B	C	D	E
12. Has a positive attitude towards students	A	B	C	D	E

Considering your experience here, as well as what you may know of other educational institutions, how would you rate LTCC on each of the following?

13. Provides opportunity for advancement/promotion	A	B	C	D	E
14. Sets reasonable standards of work expected of you	A	B	C	D	E
15. Deals fairly with employees--no favorites	A	B	C	D	E
16. Willing to listen to your problems and complaints	A	B	C	D	E
17. Does something about your problems and complaints	A	B	C	D	E
18. Personnel work together effectively	A	B	C	D	E
19. Takes employee interests into account when making important decisions	A	B	C	D	E

20. Provides enough people to do the work in your area..... A B C D E

21. Gives you the information you need to do a good job..... A B C D E

22. Provides training so that you can perform your present job properly..... A B C D E

For Question 23-27, please use the following legend:

A = Strongly Agree
B = Somewhat Agree
C = Somewhat Disagree
D = Strongly Disagree
E = No Opinion

How strongly do you agree or disagree with the following statements about your work experience a LTCC?

23. My job makes good use of my skills and abilities..... A B C D

24. The work I do makes me feel I make a real contribution to LTCC..... A B C D E

25. Extra work effort and exceptional job performance lead to advancement in pay and position..... A B C D E

26. I have a very clear idea of what is expected of me..... A B C D E

27. I understand what the goals of this organization are..... A B C D E

For Question 28-31, please use the following legend:

A = A Great Deal
B = Above Average Amount
C = An Average Amount
D = Not Too Much
E = Hardly Any

Indicate how much opportunity for each of the following factors your present job provides.

28. Chance to have your ideas adopted and put into action..... A B C D E

29. Chance to do challenging and interesting work..... A B C D E

30. Authority to make decisions about how to do my job..... A B C D E

31. Chance to get enjoyment day in, day out, from work..... A B C D E

For Question 32-39, please use the following legend:

A = Delighted
B = Pleased
C = Satisfied
D = Mixed
E = Unhappy

How happy are you with:

32. The recognition you receive for the work you do..... A B C D E

33. The people you work with..... A B C D E

34. The work you do on the job..... A B C D E

35. The pay and fringe benefits you receive and security of your job..... A B C D E

36. The work environment/conditions ..... A B C D E

37. The resources you have to do the job ..... A B C D E

38. Your job as a whole..... A B C D E

39. Your life as a whole..... A B C D E

For Question 40-43, please use the following legend:

A. = Strongly Agree
B = Tend to Agree
C = Tend to Disagree
D = Strongly Disagree

How strongly do you agree or disagree with the following statements about employee evaluations?

40. Someone from the college regularly sits down and discusses my work with me and how I am doing..... A B C D

41. My last performance review was effective in letting me know what my job strengths and weaknesses were ..... A B C D

42. LTCC has an equitable and fair system for evaluating an employee's performance..... A B C D

43. LTCC tries to hire and promote from within ..... A B C D

44 If you had an opportunity to reconsider, how likely would you be to choose to work at LTCC?

A. Definitely not LTCC
B. Probably not LTCC
C. No opinion
D. Probably would choose LTCC
E. Definitely would choose LTCC

45. Which of the following statements best describes how LTCC communicates information regarding the organization to its employees.

A. Keeps us fully informed.
B. Keeps us fairly well informed.
C. Gives only a limited amount of information.
D. Doesn't tell much at all about what is going on.
E. No opinion.

46. As policies now stand at LTCC, which of the following statements makes the most sense to you?

A. It's okay to let hiring policies remain more or less as they are.
B. Some minor changes need to be made in our hiring policies.
C. Some major changes need to be made in our hiring policies.

47. Do you feel that your salary level is set fairly in relation to other jobs in the college?

A. Not applicable to me.
B. Yes, I feel my salary level is set fairly in relation to other jobs.
C. I feel my salary level is probably set fairly in relation to other jobs.
D. I feel my salary level is probably not set fairly in relation to other jobs.
E. No, I feel my salary level is not set fairly in relation to other jobs.

48. As it has been done in the past, how do you feel about the colleges reclassification process?

A. The process is understandable and fair.
B. The process is not understandable and not fair.
C. The process is understandable but not fair.
D. Not applicable.

49. Is there some other kind of work at LTCC which you would like better than what you are doing now?

A. Yes B. No

For Questions 50 and 51, how strongly do you agree or disagree with the following statements about hiring and promoting women and minorities:

50. LTCC is definitely trying to hire women.

A. Strongly disagree.
B. Tend to disagree.
C. Don't know.
D. Tend to agree.
E. Strongly agree.

51. LTCC is definitely trying to hire minorities.

A. Strongly disagree.
B. Tend to disagree.
C. Don't know.
D. Tend to agree.
E. Strongly agree.

For Question 52-55, please use the following legend:

A = Very Well
B = Well
C = Some, But Not Enough
D = Poor
E = Very Poor

Please indicate your perceptions of how LTCC is doing in actively, constructively and consistently providing support to employees in their efforts to:

52. Engage in a regular, planned program of physical exercise ..... A B C D E

53. Stop substance abuse (cigarettes, drugs, alcohol, caffeine, etc.)..... A B C D E

54. Achieve their correct weight and follow good nutritional practices..... A B C D E

55. Understand the importance of good mental health and deal effectively with personal and emotional problems..... A B C D E

56. What method of communication works best for you when attempting to gather information regarding your "wellness"?

A. Seminars/Workshops.
B. Individual meetings on campus with appropriate health personnel (nurses, physicians, health and fitness instructors).
C. Television/Radio.
D. Informational brochures.

57. How much interest do you think LTCC has in your career development?

A. A great deal of interest.
B. A fair amount of interest.
C. Not very much interest.
D. Hardly any interest.
E. None.

58. Do you think LTCC should have training and renewal programs for employees to learn new skills and upgrade old skills?

A. I do not think the idea or programs would amount to much.
B. A good idea, but the idea or programs would not help me.
C. A good idea, and I would like to get into such a program.
D. Undecided.

59. What kind of retraining (learning <u>new</u> skills, <u>new</u> knowledge) opportunities/experiences would interest you? (Please list programs, activities, events, etc.)

_____

_____

_____

60. What kind of renewal (building upon established skills and knowledge base) opportunities/experiences would interest you? (Please list programs, activities, events, etc.)

_____

_____

_____

61. What kind of retraining and renewal opportunities would you like the following people to have? (Respond only where applicable.)

Your supervisor:_____

_____

Your co-workers: _____

_____

Your staff (people that work for you):_____

_____

The following questions are for analytical and statistical purposes only. They will enable the Staff Development Committee to understand how major groups of employees view things.

62. How many years have you worked for LTCC?

A. Two years or less. B. Five years or less C. Six years or more.

63. Your age?

A. Under 30.
B. Under 40
C. Under 50.
D. Under 60.
E. Under 70.

64. Your sex?

A. Female. B. Male.

65. What is your highest level of formal education?

A. Graduated from high school or GED.
B. AA degree or specialty technical training program degrees.
C. College graduate.
D. Masters degree.
E. Doctorate degree.

66. What is your ethnic status?

A. Asian/Pacifican Islander.
B. White.
C. Black.
D. Hispanic.
E. Mid Eastern/Arab.

67. What is your marital status?

A. Single.
B. Married.
C. Divorced.
D. Widowed.
E. Separated.

68. What is your job classification?

A. Full-time Classified.
B. Part-time Classified.
C. Full-time Certificated.
D. Part-time Certificated.
E. Administrative.

Questions 69 through 70 relate to the in-service period and your interests in specific workshop topics.

69. Are you satisfied with the current distribution of in-service days throughout the academic year:

A. Very satisfied--it meets my needs perfectly.
B. Satisfied--some of the aspects of this calendar are beneficial.
C. Dissatisfied--as it stands now the schedule does not provide for the in-service activities I would like to pursue.
D. Very Dissatisfied--the current in-service schedule is a waste of time for me.

Comments:_____

_____

_____

70. Are you interested in seeing an increase in in-service days?

A. Yes. B. No.

About how many in-service days should the college have for all employees? _____

Circle any of the following topics which interest you in terms of in-service workshops, etc.

INSTRUCTION AND CURRICULUM

1. Improving Lectures
2. Alternatives to Lectures
3. Testing and Evaluating Students
4. Grading Systems
5. Determining Readability of Texts and Other Materials
6. Innovative Ways of Taking Attendance
7. Team Teaching
8. Interdisciplinary Courses
9. Encouraging Creative Thinking
10. Competency-based Education
11. The Adult Learner
12. Non-traditional Methods of Evaluation
13. Writing a Test
14. Writing a Clear Assignment

GENERAL ISSUES OR TRENDS IN EDUCATION

15. General Education and Transfer Sequence
16. Assessment, Placement, Follow-up of Students
17. Improving Transfer Rate
18. Learning Theory/Styles
19. Right/Left Brain Theories
20. Changing Role of Community Colleges in California
21. Intercultural Awareness
22. Policies: Grading, Plagiarism, Cheating
23. Fringe Benefits
24. Budgeting
25. Affirmative Action
26. Sexual Harassment
27. Strategic Planning
28. Mission Study
29. Reports on Sabbaticals
30. Staff Interaction with Board of Trustees
31. Demographics of Students
32. Financial Aid for Students
33. Retention Strategies

WORKING WITH STUDENTS IN THE CLASSROOM

34. Motivating Students
35. Teaching Critical Listening
36. Teaching Critical Thinking
37. Increasing Student Participation in Class Discussion
38. Preventing Drop-outs
39. Working With Disruptive Students
40. Working With Disabled Students
41. Working With Underprepared Students
42. Working With Specific Ethnic Groups
43. Identifying and Referring the Troubled Student
44. Identifying and Referring the Learning-disabled Student
45. Communicating With the Student Regarding Progress

HUMAN RELATIONS/INTERPERSONAL COMMUNICATION

55. Conflict Management
56. Effective Listening
57. Assertiveness Training
58. Supervisory Skills
59. Interviewing
60. Nonverbal Communications
61. Increasing Your Speaking Skills
62. Making Effective Presentations
63. Small Group Dynamics
64. Developing Writing Skills
65. Planning and Leading Effective Meetings
66. Participating in Peer Evaluations
67. Decision Making

PROFESSIONAL DEVELOPMENT

68. Sabbaticals
69. Writing a Sabbatical Proposal
70. Writing a Grant Proposal
71. Conferences/Professional Association Meetings
72. Visiting Programs at Other Colleges, Business, Industry
73. Visiting Other Community Colleges to Observe How They Operate Various Departments, Services, etc.
74. Visiting Classes Taught by Other Faculty
75. Faculty Exchange Programs
76. Additional Course Work/Training in Instructor's Subject Area
77. Retraining to Teach in Another Discipline
78. How to Stay Motivated
79. Career Planning
80. Time Management
81. Goal Setting
82. Developing an Effective Back-up Unit--Classified Staff

PERSONAL DEVELOPMENT/WELLNESS

83. Discussion Group/Specific Film
84. Discussion Group/Specific Book
85. Coping with Stress, Anxiety, Burn-out
86. Physical Fitness/Exercise
87. Weight Reduction
88. Music Appreciation
89. Art Appreciation
90. Theater Appreciation
91. Financial Planning
92. Retirement Planning
93. Substance Abuse (Drugs, Alcohol, Food)
94. Support and Information for Families of Substance Abusers
95. CPR Training
96. Nutrition

COMPUTERS

46. Computer Graphics
47. Computer-assisted Instruction
48. Computerized Grading and Record Keeping Systems
49. Using a Computer to Generate Tests
50. Using a Word Processor
51. Using a Spreadsheet Program
52. Using a Data Base Management Program
53. Finding and Selecting Software/Hardware
54. Desktop Publishing

OTHER IDEAS

97. _____

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